

Using Formative Assessment within an RTI Framework

Assessment Conference
January 29, 2010

Objectives

- Understand types of formative assessment used in an RTI framework.
 - benchmark, diagnostic, and progress monitoring
- Become aware of assessment tools to make informed instructional decisions through collaborative teaming processes.

What is RTI?

An instructional framework that enables schools to provide targeted support for all students and all educators.

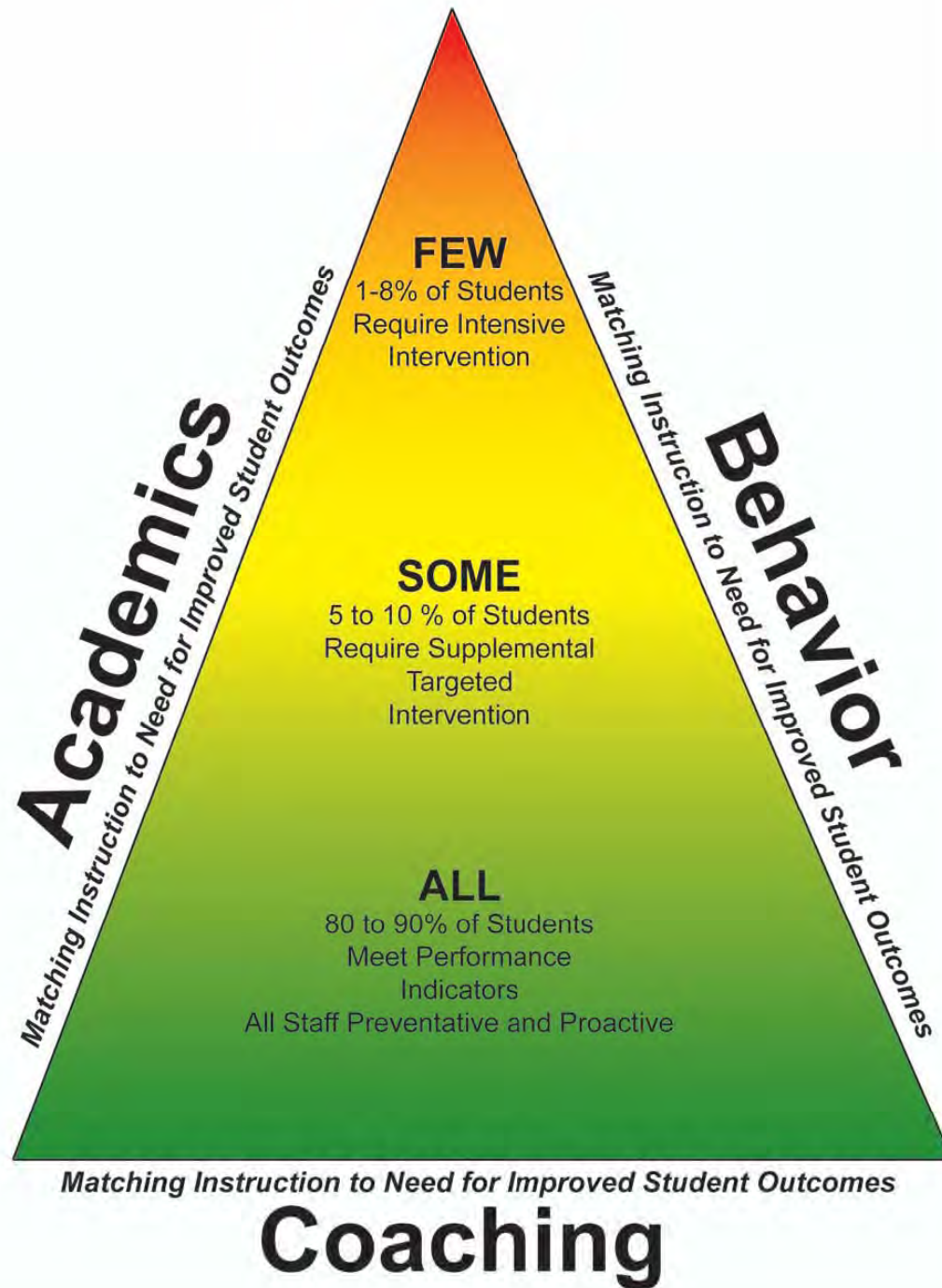


RTI Essential Components

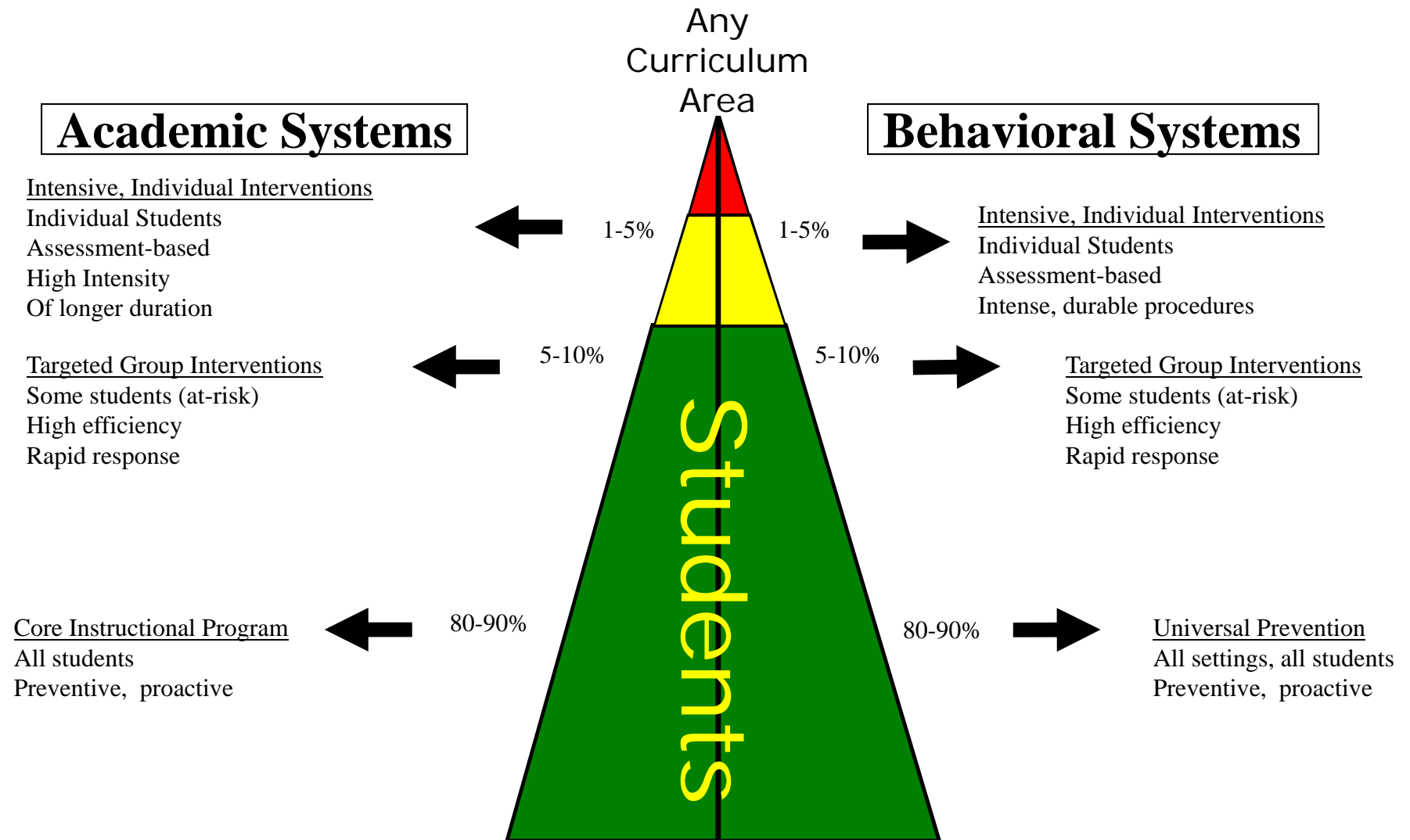
for an Effective Instructional Framework

1. Strong Leadership
2. Evidence-based Curriculum and Instruction
3. Ongoing Assessment
4. Collaborative Teaming
5. Data-based Decision Making
6. Fidelity of Implementation
7. Ongoing Training and Professional Development
8. Community and Family Involvement





The Montana Behavior Initiative (MBI) Model: A System that Supports Academic and Behavioral



Assessment vs. Evaluation

Assessment vs. Evaluation

Assessment

the process of *collecting information*

need for standardization, reliability, validity

different assessments used for different purposes.

Assessment vs. Evaluation

Evaluation

the process of *using information to make decisions*

-information collected through assessment

why we are conducting assessments.

Summative Assessments

Purpose:

To prove that instruction has worked

Goal: to prove

Grades are allocated

Formative Assessments

Purpose:

To enhance learning

Goal: To improve

No grade attached

Formative Assessments

- Produce Non-threatening Results
- Scored but not graded.
- Students mark their own work
- Students encouraged to raise questions about the assessment and the material covered by the assessment.
- Direct and Immediate Feedback
- Results produced “on the spot;”

Formative Assessment

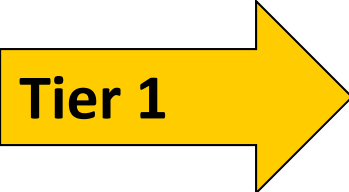
- What students are taught is reflected in what they are assessed
- Teachers get a view of both individual and class performances
- Teachers can plan improvements based on the results
- Students can see progress and experience success

Four Types of Assessment

- **Screening-** Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic-** Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring-** Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome-** Provides a bottom –line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).

Assessment:

Essential to an RTI Framework

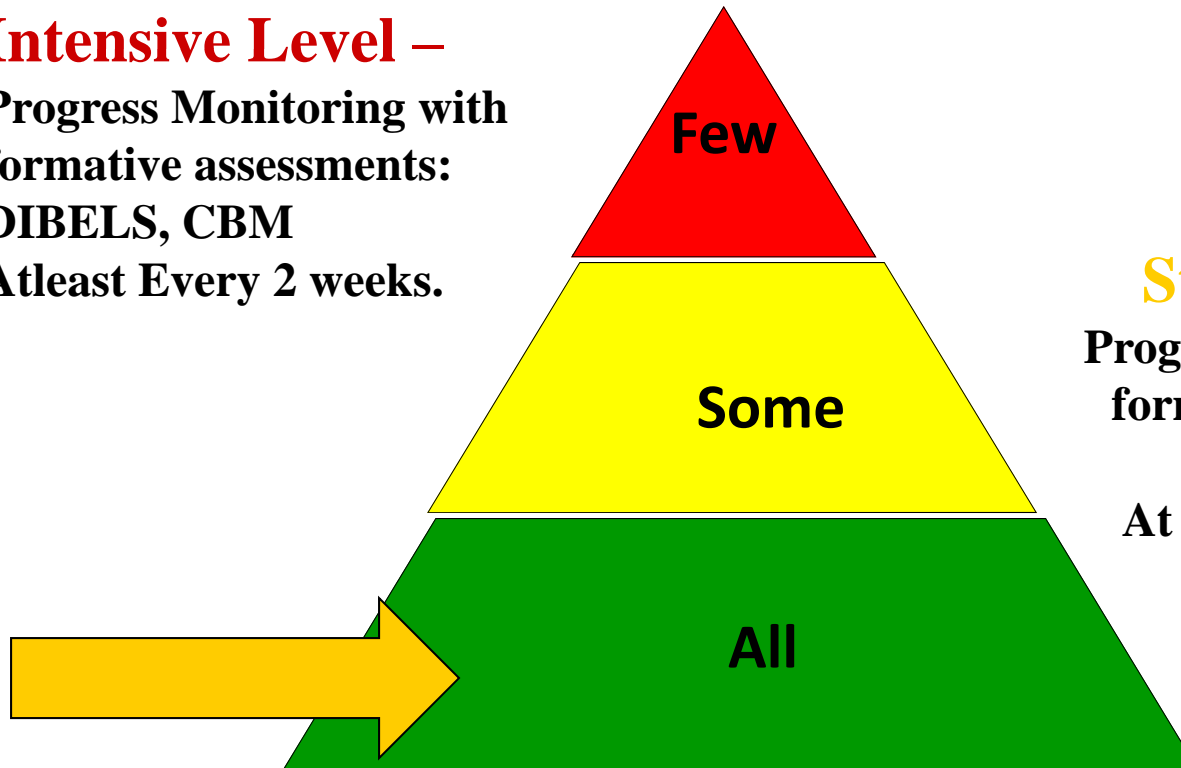


	Ongoing Assessment
School Level	<ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S):•Identify “at risk”•Reorganize instructional groups
Student Level	<ul style="list-style-type: none">•Progress monitoring measures in place and scheduled•Diagnostic Assessment•Assess additional factors•Systematic review of data to inform intervention

Assessments Indicators: How Are We Doing?

Intensive Level –

Progress Monitoring with
formative assessments:
DIBELS, CBM
Atleast Every 2 weeks.



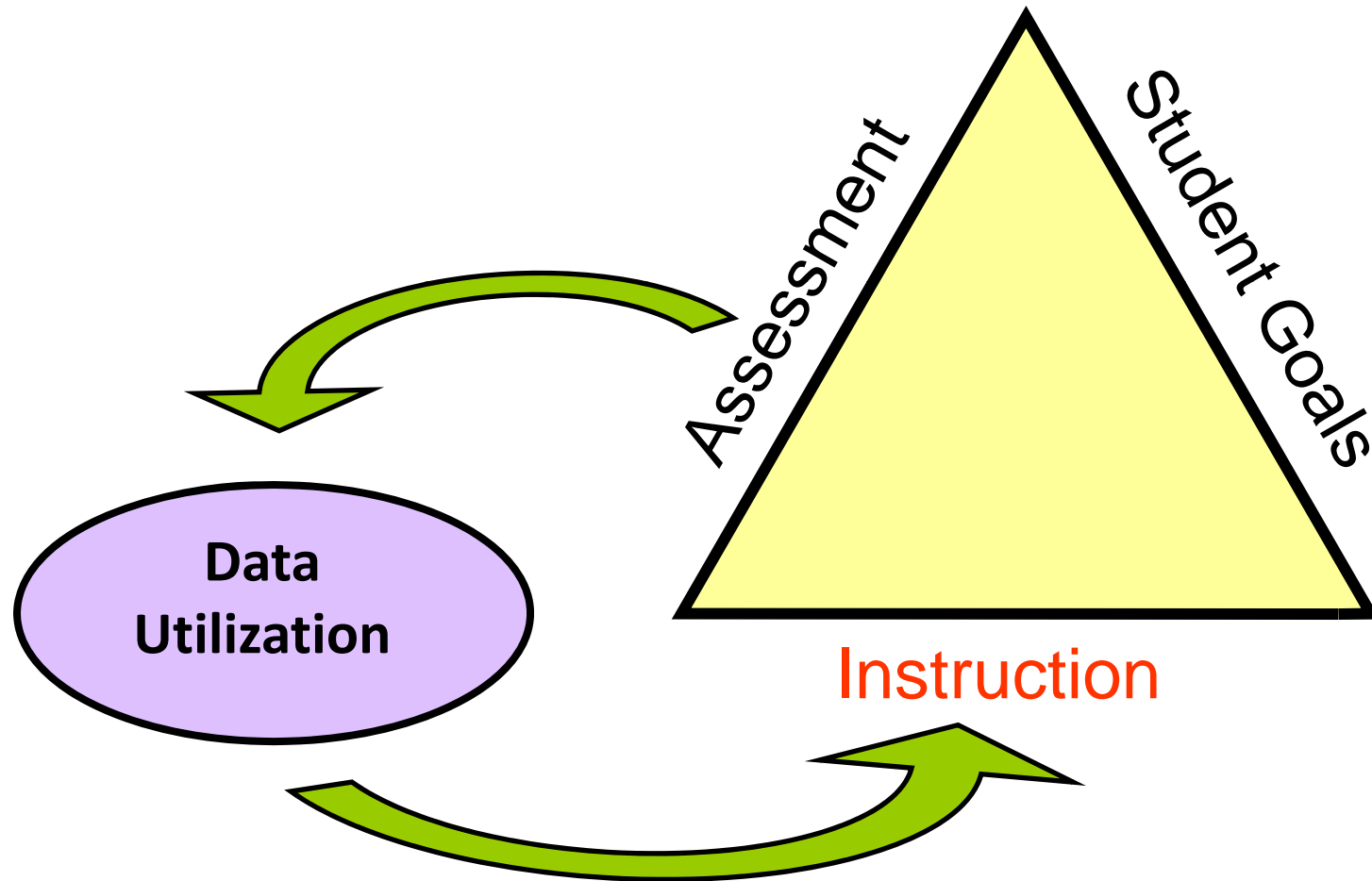
Strategic Level

Progress Monitoring with
formative assessments:
DIBELS, CBM
At least 1 X per mth.

Core Level –

School-wide Academic Screening
“Benchmark Assessment” – 3 X year
Ongoing Program Assessments

Ongoing Cycle: Instruction, Assessment and Student Goals



Tier 1 – Academic Assessment

- Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning.
- The type of information collected is determined by the intended use of the results or type of decision that is needed.
 - RTI uses quick, yet reliable assessment to screen all students
 - Identify students in need of additional supports or challenges above and beyond the typical grade level supports.

Tier 1 – Academic Assessment

- RTI Tier 1 Assessment includes:
 - Screening
 - Benchmarking
 - Along with the typical classroom and school-wide assessments used to determine student learning e.g.:
 - chapter tests
 - single skill mastery tests
 - daily timings
 - MontCAS (assesses outcomes)
 - daily check for understanding

Tier 1 – Academic Assessment

- **Screening Assessments**

- quick and efficient measures of overall ability or
- efficient measures of critical skills known to be strong indicators that predict student performance in a specific subject or behaviorally (e.g. # of office discipline referrals).
- Benchmark assessments are often used for screening (see below) and you may hear the terms used interchangeably.

- **Benchmark Assessments**

- measures of a student's current achievement within a subject (e.g. reading) proficiency based on grade-level performance standards.
- administered at least three times a year (fall, winter, and spring).
- are easy to administer, score, and interpret.
- are/can be screening assessments and provide information to plan instruction and inform needed interventions.

Curriculum-based Measurement CBM

- A method of measuring student progress through direct assessment of academic skills.
- CBM measures are:
 - Valid and reliable results
 - Quick to administer and score
 - Directly related academic expectations (curriculum)
- When using CBM the instructor gives the student brief timed samples or “probes” which are given under standardized conditions.
 - The directions are read the same way each time a probe is given
 - Performance is scored for
 - Fluency, accuracy, speed

Reading CBM Example: Letter Naming and Letter Sound Fluency

- Administered for 1 minute
- Score is number of correct letters or sounds

b	c	h	a		
m	c	e	q	h	
d	j	y	a	n	
t	x	b	g	u	
s	z	p	f	l	
w	i	r	k	o	v

Reading CBM Example: Oral Reading Fluency

Denise and her parents go to the river almost every weekend when the weather is warm. Her parents are expert kayakers, but this is only Denise's second summer paddling a kayak. Her parents have decided Denise is ready for some "big water" and are taking her to the Ocoee River.

Denise is a little nervous as she takes her boat off the car at the put-in. She dresses for the river by putting on a spray jacket over her bathing suit. The water is very cold, and the waterproof jacket helps keep her warm. She pulls her spray skirt around her waist. This makes a waterproof seal when she sits in the cockpit of the boat and pulls the skirt tightly around the rim of cockpit of the boat. After putting on her life jacket and helmet, she pulls her boat to the edge of the water and sits in it with her legs stretched out in front of her. She holds her paddle as someone slides her into the water.

Although she is a little anxious, she remembers to keep paddling smoothly. As she and her family approach the first big rapid, her mother suggests they get out of the boats and walk down the river to look at the rapid. This is called "scouting" a rapid. Paddlers watch the patterns of the water and currents and decide which is the safest way to paddle without flipping over.

They get back into their kayaks. Denise and her father sit in the calm waters of an eddy and watch as her mother runs the rapids. Denise's heart is pounding as she watches her father paddle his way through the rapid. It is her turn. Her parents are sitting in an eddy at the end of the rapid waiting for her to paddle her boat into the fast-moving white water.

11
24
34
48
50
65
80
92
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149
164
172
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209
222
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240
253
266
278
293
308
311

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Example of Benchmarks: DIBELS

See Handout DIBELS Benchmarks K-6

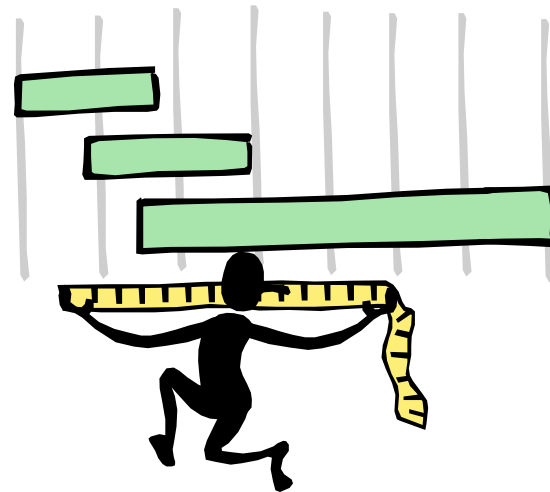
Grade	Fall	Winter	Spring
1	--	20	40
2	44	68	90
3	77	92	110
4	93	105	118
5	104	115	124
6	109	120	125

Resources: CBM and Data Management Systems

- AIMSWeb
 - K-8 – benchmark and progress monitoring
 - Early Literacy AND Early Numeracy measures
 - Reading (English & Spanish), Math, Spelling, Writing
 - \$ 1 .00/student/year (cost increases with added areas)
- University of Oregon/DIBELS
 - K- 6 – benchmark and progress monitoring
 - DIBELS measures
 - \$ 1.00/student/year
- www.studentprogress.org
- www.edhelper.com
- www.interventioncentral.org/
- Can make own data base and reports in Microsoft Excel

DATA Collection and Review

- Systematic and SYSTEMATIZED
 - Scheduled 3 x year Benchmarking (DIBELS and/or CBMs)
 - Data base established and maintained in one place
 - Consistency & fidelity critical
 - Administration
 - Recording
 - Scoring

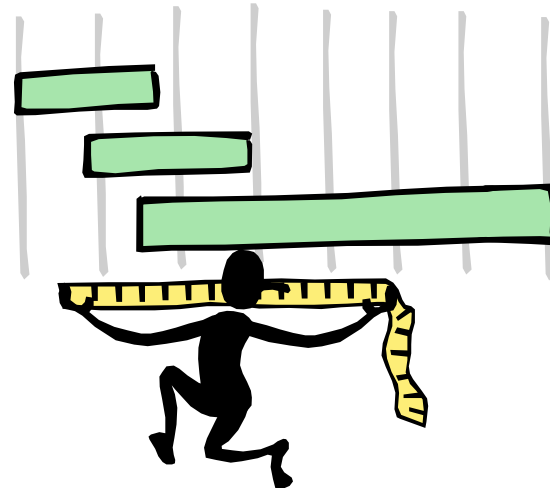


DIBELS SCHEDULE OF ASSESSMENTS

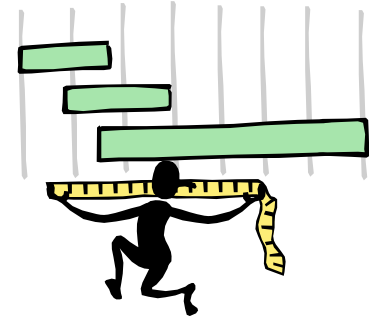
<div>DIBELS Oral Reading Fluency (fluency)</div> <div>DIBELS Retell Fluency (comprehension)</div> <div>DIBELS Nonsense Word Fluency (phonics)</div> <div>DIBELS Phoneme Segmentation Fluency (phonemic awareness)</div> <div>DIBELS Letter Naming Fluency (phonics)</div> <div>DIBELS Initial Sound Fluency (phonemic awareness)</div> <div>DIBELS Word Use Fluency (vocabulary)</div>														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

DATA Collection and Review

- Systematic and SYSTEMATIZED
 - Assign responsibility:
 - Data collection
 - Data entry
 - Data reports
 - Data review
 - Review
 - RTI Steering Team
 - All Teachers
 - Parent Reports



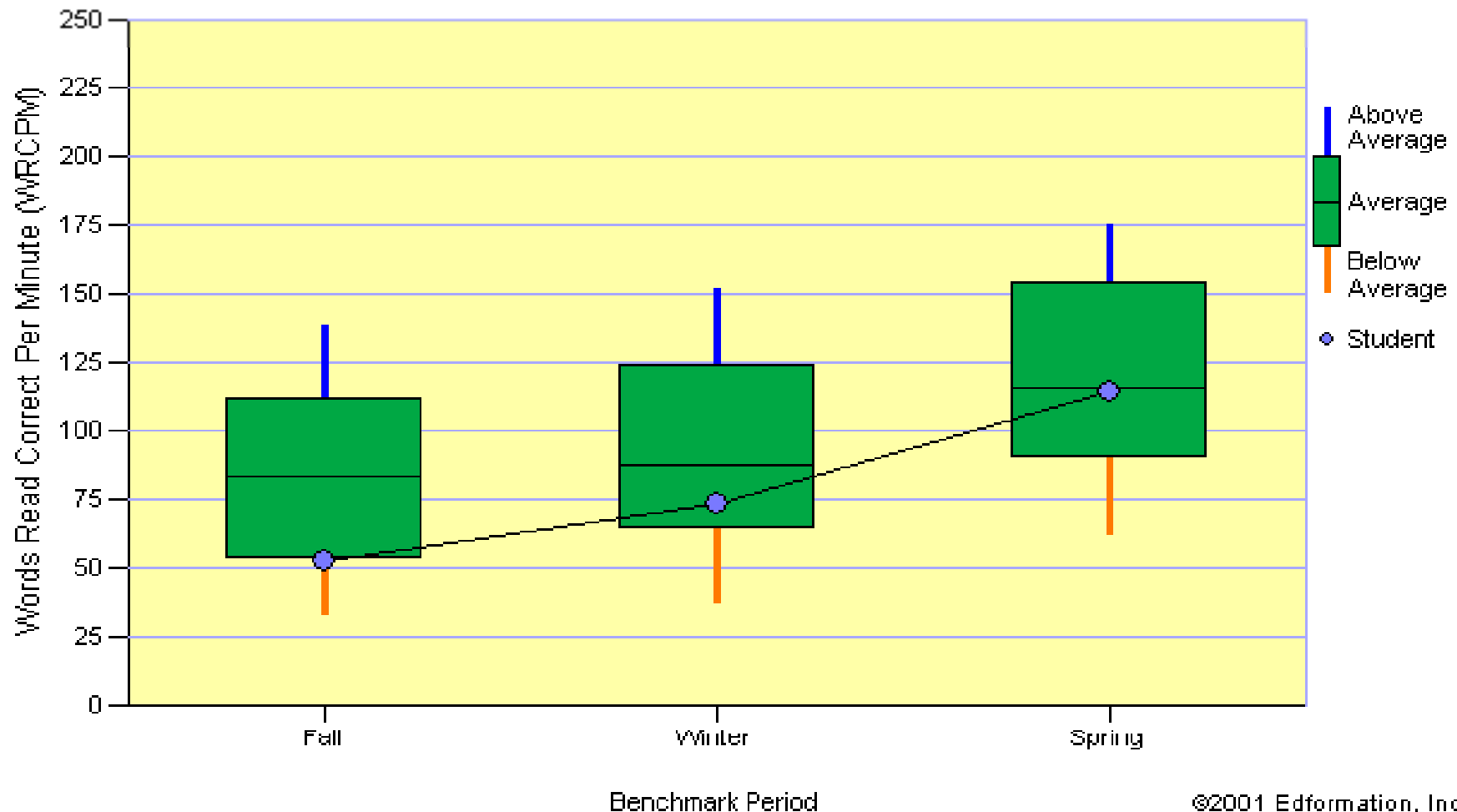
Tier 1 Benchmark Screening



- **Fall: Initial Performance Assessment**
 - Identify Students At Risk
 - Instructional Planning
 - Initial Data Point for Progress Monitoring
- **Winter and Spring: Follow-Up Assessment**
 - How are we doing?
 - Instructional Planning
 - Outcomes
- **Tier 1 Data also provide System Level Information:**
 - Resource allocation
 - Professional development needs

Tier 1 : Screening of ALL Students

Hartford School District - Wilson Elementary
P. Cotten (Grade 3)
Reading - Standard Benchmark Passages

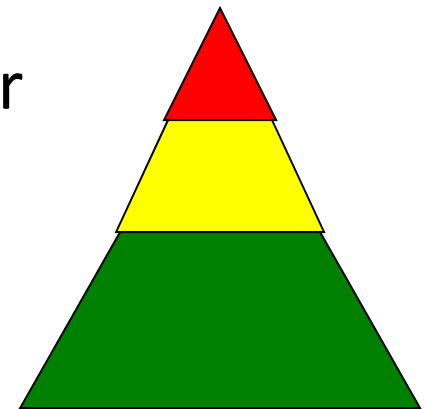


Where are we now?

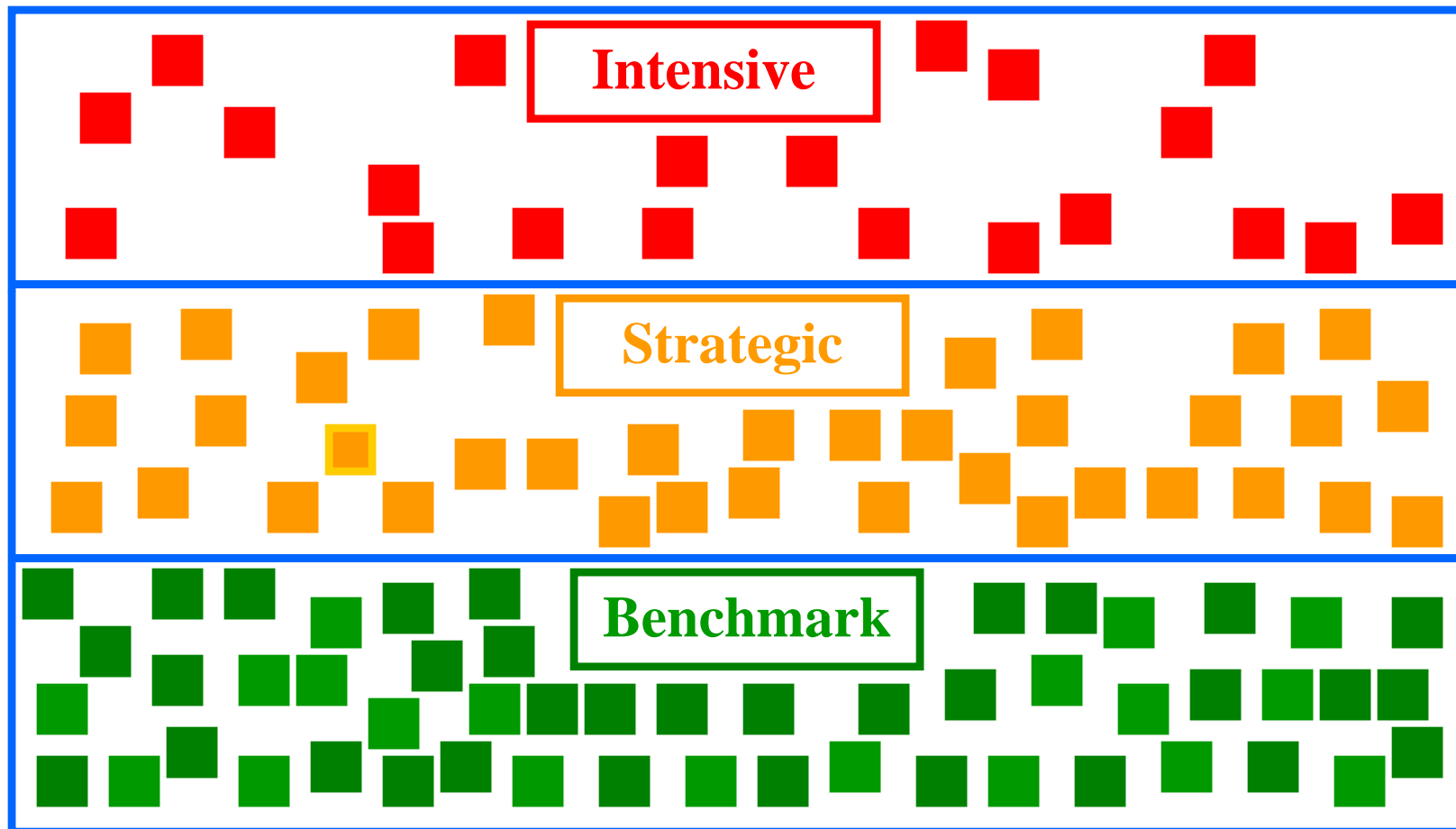
Data Evaluation Activity



- See Handout “Reading Improvement Outcome...” School-wide Academic Evaluation
- Record Grade Level Data
 - Benchmark
 - Strategic
 - Intensive
- Evaluate Net Change between Fall, Winter
- Evaluate School Overall
- Brainstorm Areas of Concern



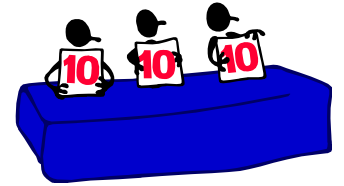
Each sticky note has student's name, teacher, and score



Magnet Board Visual Display



EVALUATION PROCESS



So...is it working...
and can we prove it?



Data

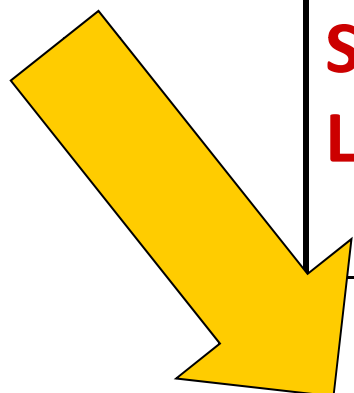
NOT: “GOOD” or “BAD”



SIMPLY INFORMATION

- School data collection system is in place
- Data is summarized and reviewed frequently
- Data is shared with staff on a regular basis in a useable format
- Data is used for goal setting and evaluation

Assessment: The Essential Pieces in RTI Process



	Ongoing Assessment
School Level	<ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S):•Identify “at risk”•Reorganize instructional groups
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Time to Discuss and Decide

- Where are we?
 - School-wide benchmark screening
 - Data review
 - Assessment scheduled established
- What do we need to do?



Montana RTI Self-Assessment:

Ongoing Assessment

